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ABSTRACT

This book presents an in-depth examination of 142 U.S. school districts (containing at least 5,000 students and 5 percent Hispanic enrollment) in order to understand Hispanic inequities in education and what can be done to correct these inequities. Chapter 1 presents political theory of educational policy. Chapter 2 presents an overview of the politics in different Hispanic communities. The unique patterns of immigration, incorporation, and politics for Mexican Americans, Cuban Americans, and Puerto Ricans are also discussed. Chapter 3 provides a historic overview of Hispanic efforts to gain access to equal educational opportunities, while chapter 4 examines the political representation of Hispanics on school boards, in administrative positions, and in teaching positions. The empirical analysis also assesses the prospects for coalitions of Blacks and Hispanics in educational politics. Chapter 5 documents the inequities in access to education. It argues that these patterns are consistent with the notion of discrimination and shows that political action can counter discrimination. Chapter 6 looks at the linkages among various aspects of second-generation discrimination. In addition, the relationships between second-generation discrimination and segregation and between second-generation discrimination and White flight from school systems are investigated. Finally, chapter 7 provides a summary of the book's findings and a series of policy recommendations. Appendices list policy intercorrelations from 1973-82, and the districts included in the survey. Contains over 450 references and an index. (GLR)

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